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ABSTRACT

The findings and recommendations found in this report are the result of a cooperative planning process undertaken by Cuyahoga Community College (CCC) to determine the best way of meeting the training and educational needs of the employed adults in its service district. Background information is presented first, describing the composition and activities of a Steering Committee and Apprenticeship, Banking, Health, Insurance and Investment Organizations, Non-Profit Agencies, Pre-Retirement, Public Relations and Communications, Skills Training in Industry, and Small Business Task Forces. The report then summarizes the major findings of the task forces, detailing the need for increased educational coordination, expanded adult educational opportunities, increased commitment to providing small businesses with technical and training assistance, and nontraditional delivery systems to meet the special needs of adult students. Next, the task forces' findings are synthesized in the recommendations that CCC: (1) take a leadership role in the development of a comprehensive employment and training system for the county; (2) expand its adult vocational education program; (3) experiment with new delivery systems and attack the educational barriers of funding; course scheduling; fear of failure; and lack of incentive, information, and needed programs; and (4) maintain cooperative relationships with the business community. The nine task force reports are appended. (JP)

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Planning for the 80's

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Work Force Educational Development Project Report

September 30, 1980

JC 810 095

Cuyahoga Community College

Planning for the 80's was made possible in part, by a grant from Title I of the U.S. Higher Education Act of 1965, the Ohio Board of Regents, grant administrators.

Views expressed in this report do not necessarily reflect those of the Ohio Board of Regents.

Preface

by

Richard Adler

Higher education faces the 1980's with fewer financial resources, the burden of inflation, and increased pressure for productivity. At the same time, higher education is given competing demands for accountability, individualized learning, and increased improvement in teaching basic skills. Add to these challenges the situation here in Cleveland of a declining number of high school graduates and (at least statistically) a population increasing in the age groups of thirties and fourties, and it becomes very clear that traditional notions of the role of higher education may soon, if they have not already, prove inadequate to prepare the citizens of our community and state for the final decades of the twentieth century.

No one is more aware of these challenges, of course, than educators themselves, and it is to the credit of forward-looking individuals at Cuyahoga Community College that a business-labor-education planning project was created, for which I was asked to offer guidance. Greater Cleveland has a rich resource in its people. For this project we brought together talented leaders in business, labor, and government to assist in determining the options and opportunities for higher education in the Cleveland area. There were many people involved--too many to name here--but I feel I must

acknowledge two people who were foremost in assisting the success of this project. First is Roslyn Talerico of Cuyahoga Community College, who performed outstanding work in coordinating so many different organizations and committees. Second is Chuck Sebes, AFL-CIO, who was instrumental in bringing labor's point of view to lifelong learning issues. Many others devoted long hours discussing, debating, offering ideas, and generously contributing to improved communications among the different constituencies who can benefit from educational programs for nontraditional students.

I believe that though the planning project is now complete, there are permanent products of the project. Among these is the refreshing establishment of links between industry, labor, and higher education, meeting with common purpose. We all too often assume that such links already exist. Yet when we look into it, we find the links missing or eroded from neglect. But perhaps the most important result is the awareness that I believe has now been identified for the first time in Cleveland, namely, that the blue collar worker is a prime market for higher education and that programs and continuing discussion among representatives of business, labor, and education will assure the involvement of working men and women in higher education as a normal process of life.

RICHARD ADLER is the former Executive Vice President of the Greater Cleveland Growth Association. Although formally retired, Mr. Adler remains active in a variety of civic activities.

Forward

Nolen M. Ellison

Since it opened its doors Cuyahoga Community College has helped tens of thousands of people reach their goal of achieving productive careers and rewarding lives. Community colleges nationally have been major vehicles for ensuring social justice and economic mobility for all citizens. Cuyahoga Community College, located in one of the nation's major urban industrial centers, is no exception--it is the primary gateway to higher education and success in the world of work for many citizens in the greater Cleveland area.

Cuyahoga Community College is committed to charting new directions--utilizing its tremendous resources for the development and regeneration of its urban community. Effective training and retraining programs for the work force are essential to the future development and revitalization of Cleveland's business and industrial base. Education is a critical component in addressing metropolitan development needs. The entire community benefits from education programs designed to upgrade skills which keep people employed and to develop new skills to prepare people for employment and mobility.

The Work Force Educational Development Project, described in this report, has been an important vehicle for community decision-making--decisions which affect the economic development of the area through the development of its people: What are the training needs? In 1982? In 1985? How extensive are the needs? How should the needs be met? By whom? Who will bear the cost?

The Project recommendations pose a new challenge for the community college--that of utilizing its "bridging" capacity in tying together the resources of the community to cooperatively and collaboratively find solutions to problems and provide a system of comprehensive educational and training services. Cuyahoga Community College is at the hub of a complex network of educational and training activities. Its central position both in the educational community and the larger community enables it to draw together as partners the diverse components of human resource development and create a comprehensive system for occupational education and training capable of serving the needs of county residents in the 1980's.

Cleveland's problems are severe but its resources provide it with strengths from which it can draw to create solutions. The decade of the 80's will represent a period in which we must move away from the "go it alone policies" of the past and move to a more realistic and workable method of interinstitutional and community based problem-solving.

Implications for Cuyahoga Community College, local public school systems, City and County CETA systems along with other agencies and institutions serving the human, educational and training needs of citizens residing in the Greater Cleveland area are focused for action. Individual as well as collaborative interinstitutional actions are now required to address the breadth of the recommendations of the report.

On behalf of the College, its Board of Trustees, faculty and staff, I express appreciation to Mr. Richard Adler, chairman of the Work Force Educational Development Project Planning Committee, who through his personal dedication and the dedication of the committee completed the recommendations contained in this report. Also, Roslyn Talerico, Project administrator and her staff are congratulated for their tireless efforts on this project. To members of the public panel--Mr. Melvin C. Arnold, Mrs. Carole F. Hoover, Mr. Jerry V. Jarrett, Mr. Charles R. McDonald, Mr. Paul Martin and Mr. Frank Valenta--who took time from their schedules to give personal input and endorsement to the planning and recommendation process, I extend the College's appreciation for your time and effort.

The Project and the recommendations for action have already stimulated the development of stronger linkages between education and business and labor to develop solutions to community problems. The next step is the creation of an innovative interinstitutional systematic approach to providing educational development. Cuyahoga Community College accepts the challenge.

NOLEN M. ELLISON, District Chancellor of Cuyahoga Community College,
Cleveland, Ohio

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Planning for the 80's

INTRODUCTION

Since 1963 Cuyahoga Community College (CCC) has been a vital element in the revitalization of the Cleveland urban area. Through its low cost, high quality technical/vocational, university parallel and continuing education programs, it serves a wide variety of educational, economic and social development needs.

Recognizing the need to address educational issues unique to its industrial urban service area, the College is committed to use its extensive resources to provide relevant programs to educationally underserved populations. By providing a means of access to higher education and successful employment, the community college has become a major vehicle for ensuring social justice and economic mobility for the poor, minorities and women. The College commitment assumes the responsibility for identifying the needs of constituencies and providing programs to respond to those needs.

One constituency demanding increased recognition and expanded service is the employed adult student--the student whose primary objective is not necessarily to earn a degree but to acquire skills to improve career opportunities. Latest College enrollment figures indicate that the number of adult part-time students continues to increase; 72 percent of its students are attending part-time. The average age of CCC's student body has risen to 28.

Despite the county's past dependence on unskilled and skilled trade workers, higher education and labor have remained two worlds separated by institutional

and community attitudes. In keeping with its philosophy, Cuyahoga Community College believes that the community college has a responsibility and obligation to provide creative leadership in extending the right and opportunity for continuing education to this population traditionally underserved by higher education.

Changes in the economic structure of the county point to the need for a highly trained, more technologically skilled work force. Manufacturing jobs are decreasing and jobs for more technical and highly skilled workers are increasing. Unless the working population is able to accommodate the change through the development of the requisite skills, unemployment rates are likely to continue high and the region's economy will continue to decline.

CCC has traditionally provided a wide range of urban-oriented programs in addition to its more traditional campus-based programs. It is now in a strategic position in terms of its philosophy and mission, its experience and its extensive resources to develop a systematic approach to providing adult education for traditionally underserved populations. The College resources, which include three modern campuses, are described in Appendix A.

THE COLLEGE RESPONSE: THE WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

Critical to building relevant programs for adult workers is the inclusion of both the employee (labor) and the employer (business and industry) in the planning process. There is nothing new about linking postsecondary

education with business and industry. The College's career programs were developed in collaboration with employers who expected to hire the graduates. What is new is involving the worker as a third party along with the employer and educator in an examination of education and training for people who work in relation to the economic development of the urban area.

With the intention of building a coherent process for planning and developing educational services for adult workers, CCC requested and was awarded a grant from the Ohio Board of Regents under Title I of the U.S. Higher Education Act of 1965. The grant enabled the College staff to devote time to planning and consulting with representatives from the various sectors of the work force: business, industry, government, hospitals and unions.

The Ohio state plan under which the project was funded listed among its objectives, "to establish formal and informal mechanisms between faculty of educational institutions and local community decision-makers." It also encouraged "activities designed to assist in the solutions of community problems by strengthening community service programs of colleges and universities" and suggested "seminars, institutues, conferences, and workshops... for urban and regional community desicion-makers and public administrators... designed to...provide new knowledge and skills...applicable to the process of community problem-solving."

The Work Force Educational Development Project represents a significant step by the College in bringing together leaders from Cleveland's business and labor communities with the educational community to work cooperatively

to strengthen the role of higher education in finding solutions to community problems. The Project provides a place for cooperation to begin and a vehicle for encouraging and stimulating the development of policies which can result in a program relevant to the educational and training needs of both industry and labor. Industry will benefit from a more competent and trained workforce and workers will benefit by increasing their work skills and developing new skills and interests. The Cleveland area will benefit through the increased productivity of its industrial and economic base.

The goal of the project was to seek solutions through a planning process in cooperation with leaders from Cleveland's business and labor communities. The project had four basic objectives:

1. Educational policy development through a cooperative planning process with business and labor representatives;

2. Recommendation for program development through informal needs assessment among business and labor representatives;

3. Development of a community awareness of the education/training needs of the adult worker; and

4. Identification of barriers which may restrict adult workers from access to higher education.

Under the leadership of Richard Adler, former executive vice-president of the Greater Cleveland Growth Association and former president and chief executive officer of The Joseph and Feiss Company, a committee of approximately 70 representatives from Cleveland's business, industry, labor, education, health, government and social service agencies was established. The Project Committee was organized into a Steering Committee and the following nine task groups:

- Apprenticeship
- Banking
- Health
- Insurance and Investment Organizations
- Non-Profit Agencies
- Pre-Retirement
- Public Relations and Communications
- Skills Training in Industry
- Small Business

The Task Groups met periodically over a seven-month period. Each operated independently in determining its specific objectives, operating procedures, membership, and data collection methods. Task Groups attempted to assess the employee education/training needs related to their areas, to identify barriers and constraints to continuing education for adult workers, and to formulate recommendations or solutions to identified problems. The Small Business and Public Relations and Communications Task Groups coordinated their activities with other groups in order to provide input and have wider impact.

The Steering Committee met monthly to provide guidance to the Task Groups. It also sponsored a public conference, "Planning for the 80's." The conference format consisted of a panel of key Cleveland area business and labor leaders: Melvin C. Arnold, Executive Vice President, Eaton Corporation, Carole F. Hoover, President, Greater Cleveland Growth Corporation, Jerry V. Jarrett, President, AmeriTrust Company, Charles R. McDonald, Chairman, Council of Smaller Enterprises, Paul Martin, Vice President, Greater Cleveland Hospital Association, and Frank Valenta, Director, United Steel Workers of America, District 28. Panelists addressed issues pertinent to the Work Force Educational Development Project: 1) the employment needs of the Cleveland area during the next decade; 2) the role of CCC in providing training for the work force; 3) the role of industry and labor in providing encouragement to workers who continue their education; and 4) effective educational delivery methods for adult workers. Following the presentation the assembled group broke into work sessions with each Task Group to review the work of the groups and provide additional information.

The Task Groups then brought their ideas and information together and formulated recommendations to guide the College as it plans education and training programs for adult workers. Section three of this report examines the recommendations in detail; they may be summarized as follows:

1. That Cuyahoga Community College take a leadership role in the Cleveland area education/training community in designing and coordinating a comprehensive employment and training system for Cuyahoga County--a system that will enhance the economic development of the county through increased productivity;

2. That the College has a responsibility and obligation to provide an expanded program of education and training services targeted to employed and temporarily displaced adult workers in business and industry, government, health and human service agencies--a program which will enable adults to reach their potential in the work world, to develop skills to live in a complex environment and to prepare for a satisfactory retirement;

3. That the College explore and experiment with innovative program delivery methods that focus on and provide flexibility in addressing the education/training needs of employed adults; and

4. That the College, in order to keep abreast of present and projected education and training needs, establish and maintain collaborative working relationships with the Cleveland area business and labor community.

The Project recommendations are broad and comprehensive. They represent a beginning in the creation of effective linkages between education and the business and labor communities in developing policies which set forth a relationship between human resource development and continuing education as an essential investment to increased productivity.

The Steering Committee took the first steps in implementing its last recommendation when it offered its continued assistance to the College in cooperative planning and program development and implementation.

I) The Need for Coordination of Education/Training Services;

II) The CCC Role in Educating of Adult Workers;

III) Small Business Needs; and

IV) The Need for New Delivery Methods

I. Need for Coordination of Education/Training Services

The Project Committee found that there is little if any coordinated effort to bring the many relatively independent educational institutions together to provide the Cleveland area with a coordinated, comprehensive educational and training system for adult workers.

The Committee very early identified the need for a comprehensive survey of employee training needs, a complete inventory of existing educational/training programs and the identification of funding sources for training programs. Had a mechanism for providing this information been available to the committee, it could have immediately directed its attention to the identification of specific problems and the projection of future needs. Training directors sitting on the Task Groups identified this lack of basic information as one of their major problems. Because very little information was available, the Committee invested a great amount of time and effort in its informal assessment of worker education/training needs. A survey of the needs identified by the Project Committee is included in Appendix B.

Findings

> No education will last a lifetime, and in many career fields, lessons once learned become obsolete in five to ten years
>
> ...K. Patricia Cross

The Work Force Educational Development Project Committee looked at the needs for education and training in the various occupational areas represented by members and drew some conclusions from their informal assessment. They were concerned that more complete information about the education/training resources of the community was not available as well as the lack of specific research in the Cleveland area on the work force. Because of their concern for the continued economic development of the entire region as well as for the specific needs of their individual organizations, they urged the College to take a much larger role in providing education for employed adults. They identified the survival and expansion of small business as essential to the economic health of the region and challenged the College to seek creative ways of providing assistance to small businesses. They pointed to the differences between the traditional full-time student and the employed part-time student to whom education may not be the highest priority and who may have many obstacles to overcome in attaining additional education.

This section analyzes the findings of the Project Committee under four headings:

As a part of their work some of the Task Groups, in addition to information about CCC programs, collected some information about programs offered by other area institutions. They quickly identified apparent gaps and duplications of service and recognized that there is no clear separation of purpose or program offerings among the various institutions. They expressed concern that the lack of coordination and determination of priorities could only result in inefficient utilization of public resources.

The following institutions and agencies were identified by the committee as primary providers of occupational education in the Cleveland area:

- Cuyahoga Community College, which offers over 50 career programs and an extensive continuing education program on its three campuses and at many locations throughout the county; (Appendix A, CCC Profile);

- Cleveland Public Schools, City and County School Districts, and Joint Vocational School Districts, which offer in addition to elementary and secondary education, extensive vocational and adult education programs;

- Dyke College which grants terminal degrees in selected occupational programs;

- Cleveland State University, which grants baccalaureate and post graduate degrees, and is developing a new approach to its traditional education, research and public service function through its College of Urban Affairs;

- Baldwin Wallace College and Case Western Reserve University, which offer graduate level management programs;

- Proprietary schools which offer occupation-specific training; and

- In-house training provided by many businesses and industries in the greater Cleveland area.

Several public funding sources in addition to private sector funding for training programs were identified in Cuyahoga County;

- CETA funding is primarily directed to training programs for unemployed, low-income youth and adults;

- State Department of Education, Division of Vocational Education provides funding primarily through secondary school systems for specific technical/vocational training programs, including apprenticeship classroom training and adult education;

- Ohio Board of Regents provides funding for college-level credit programs at state colleges and universities.

The Project Committee noted that CCC has already developed linkages with other agencies and institutions in the county and the state to enhance its efforts to mobilize and coordinate the resources of the county to meet the education/training needs of the residents. The

following projects exemplify some of the initiatives CCC has taken in moving to the center in creating a comprehensive educational system:

- o The CCC-Cleveland Public Schools Vocational Education Articulation Project

This program is a joint venture with the Cleveland Public Schools and the National Center for Research in Vocational Education to review the vocational and technical curricula of the public schools and the College in order to establish competency-based career ladders for students. At the same time duplication will be reduced and decisions will be reached regarding the appropriate institution for programs and courses.

- o The Machine Trades Training Project for Youth

This project combines funding from the City of Cleveland, CETA, and the Corporation for Public/Private Ventures to develop a mechanism to train workers in the machine tool industry. CCC was requested to sponsor the program by the city, labor, and the business leadership not only because they recognized CCC's training capacity, but also because the institution represented a "neutral place" for the program.

o The PLATO Basic Skills Enhancement Project

The PLATO computer-assisted learning system has been installed on CCC's Metro Campus. In conjunction with the on-going developmental education program and tutors it becomes a comprehensive basic skills education project. It was funded collaboratively by CCC and the Control Data Corporation and is a focal point for interinstitutional linkages because in addition to CCC's students it is available to CETA clients, students enrolled in CCC's "Step Up to College" program and human service agencies.

o Office Occupations CETA Training Program

The Office Occupations program provides intensive short-term training in clerical and secretarial occupations in an off-campus simulated office setting. The program is funded by the City of Cleveland, CETA, through the Metropolitan Cleveland Jobs Council.

o Ohio Technology Transfer Organization

The Ohio Technology Transfer Organization is a joint project, coordinated by the Ohio Board of Regents, with Ohio State University and eleven Ohio two-year community and technical colleges. The purpose of the project is to provide technological resources to Ohio's small businesses in order to strengthen that segment of the state's economic base. Each of the two-year colleges acts as a broker between local small businesses and technological resources.

o Cuyahoga County Comprehensive Displaced Homemakers' Program

The comprehensive program for displaced homemakers is a coordinated effort by the CCC, Cleveland Public Schools and the Southwest Cuyahoga Joint Vocational District to provide career development, counseling, training and job placement services for the county's large displaced homemaker population. CCC's program is funded by the General Assembly through the Ohio Board of Regents and CCC. The secondary school districts receive partial funding through the State Division of Vocational Education. Additional funding is anticipated through the CETA and WIN programs.

o Office of Public Services Programs

The Office of Public Services Programs is a joint venture funded by CCC and Cuyahoga County. The purpose of the project is to identify staff development needs of local government agencies and to develop and offer training programs targeted to government employees.

o Comprehensive Skills Development Center

This project, tentatively named "The Career Resources Academy" will combine the resouces of the College and CETA and the state Division of Vocational Education to provide a range of training functions, including diagnostic and career preparation, basic/developmental and

job-related training, entry-level job skills training and employment transitioning. Although the project is still in the planning stages, there is money allocated for it in the State Capital Budget.

- The Urban Metropolitan Development Institute

CCC has established the Urban Metropolitan Development Institute as the key vehicle in its delivery of newly developed and off-campus programs. The Institute focuses on employment training, health professions development, business, industry and government staff development neighborhood educational development, multicultural integration, women's and elders' programs and other special outreach efforts. It will work closely with the community to ensure that CCC continues to be positioned appropriately in the community resource and education networks.

Implications for CCC:

- Business, in order to develop its human resources to their highest potential, needs to find a means to link with an education/training system which can provide it with comprehensive occupational training.

- The adult learner is not adequately served by the hodgepodge of uncoordinated educational resources.

- It is often difficult for an individual or an organization to locate specific occupational training.

- o CCC has already developed extensive links with other educational providers and the business community.

- o The community college, educationally centered between the high school and the four-year degree granting institutions, is ideally positioned for establishing linkages and developing cooperative ventures with other institutions. It is this place within the community as well as its collaborative efforts which point to CCC as the one institution which can coordinate the county's educational resources.

- o Federal funding agencies are interested in funding projects which coordinate planning and operations activities with educational institutions.

II. The CCC Role in Educating Adult Workers

The consensus of the Project Committee was that CCC has the capacity and an obligation to take a much larger role in providing education and training for employed adult workers. CCC has the capability now to meet many of the identified training needs and the capacity to develop programs and delivery methods to meet other present and future needs.

There are too many adult workers who lack requisite skills in reading comprehension, written and verbal communication, computer knowledge,

and personal identity with the world of work to perform competently in their jobs or to advance to higher level positions. There are also too many workers who are dissatisfied with their present jobs and either lack the skills to qualify for advancement or information about career mobility within their firms or agencies. Too often first-line, newly appointed and anticipating supervisors lack skills in management, supervision and interpersonal relations.

Less than adequate competency levels in basic skills result in low employee motivation, general disenchantment with the world of work and low productivity. Employers complain that employees lack the "American work ethic" and often blame the schools for not inculcating students with a positive attitude toward work.

The City of Cleveland has during the past several decades experienced a serious socio-economic decline and increasing urban blight. It has long suffered very high unemployment rates, particularly among youth and minority populations. The current recession with its many layoffs and continuing inflation only exacerbates the problems of the city.

But the economy of the region remains strong. Dr. Richard Knight of Cleveland State University's College of Urban Affairs, states that the economy of the region is not in decline but in a transitional phase. Employment in Cuyahoga County is increasing and many businesses are expanding. He believes that it is the nature of the work in the region that is changing and causing a similar change in the composition of the

work force. There are fewer unskilled manufacturing jobs but these are offset by industry's need for skilled trained workers. Even in a period of increasing unemployment the help wanted sections of the newspapers advertise many jobs for skilled and experienced workers.

Dr. Knight points out that "It is true, that employment in certain production activities in manufacturing, particularly those requiring less skilled workers, has been declining for the last three or four decades. As technology has advanced, the skill and knowledge requirements of workers has increased and so have earnings. The blue collar worker can no longer be considered a member of the working class; he is increasingly likely to be highly skilled..."[1] The non-manufacturing sector of the county's economy is strong as evidenced by its continued status as the ninth largest regional market in the nation [1] and the Cleveland SMSA still has the highest income in Ohio .[2]

There has been a slow growth in unskilled jobs (manufacturing motor vehicles, metal forgings and stampings and iron and steel foundries) and faster growth in banking, finance services and government.[3] The growth is in jobs which require specialized or post-secondary education. Workers today and in the future will need highly developed skills and more knowledge.

The employed population during the next 20 years will also change dramatically. Studies done by Edric Weld, Cleveland State University, indicate that young adults under forty, who are now entering the work

force will become a dominant force in our society because of their sheer numbers. But "by 1990 the number of young people who might enter the labor force will drop so that it barely exceeds the number of elderly people who will be retiring from active participation."[2]

Studies also show that in spite of the many institutions in the area offering opportunities for higher education, the level of educational attainments of the adult population shows little change. In fact the educational attainments of the adult population in "the Cleveland SMSA ranks 13th or below out of fifteen comparable areas."[2]

Further compounding the problem is the apparently deteriorating quality of education in the public schools and the Cleveland system in particular. The Task Groups expressed grave concern about low worker competencies in basic skills and literacy.

Thus the economic transition the region is undergoing can result in increased productivity, higher employment and an expanded economy if the work force can make the transition by developing the more technical skills required in a highly technological service-oriented economy. Industry will need to train and retrain its work force. Unfortunately there is little evidence that the adult worker recognizes the necessity of acquiring more advanced skills nor that industry is offering inducements for training.

Implications for CCC are:

- o that workers will need to develop more advanced technological skills, to fill the available jobs;

- o that CCC offers education/training in most of the growth areas and has the capacity to develop programs in other areas;

- o that there is an expanding population of younger workers, under age 40, who will be competing for job advancement and will need to develop requisite skills; and

- o that after 1990, when there will be fewer entry-level workers, industry will need to retain and retrain its work force in order to continue its growth.

- o that increasing numbers of students will benefit from CCC's strong basic skills and developmental education programs.

III. Small Business Needs

Many smaller businesses, governmental and human service agencies lack the resources to analyze their future employment and human resource needs and to identify employee education and training needs. Small businesses often lack the capacity to provide employee training.

The small business sector of the economy is growing locally as well as nationally. Nationally it consists of 97 percent of all business and 55 percent of all employment. Locally there are over 32,000 small businesses employing approximately 353,000 workers.

Future economic development of the Cleveland area hinges on the ability of small business to grow and prosper. It is very unlikely that additional large businesses will relocate in the Cleveland area.

Survival for many of the area's small businesses may depend on their ability to obtain low cost technical assistance. Many small business owners are unable to identify their problems or to pay for the assistance they need in finding solutions. Small businesses too need a highly competent, well trained work force. The Small Business Task Group identified several problems unique to small business in training their employees:

- They are often too small to provide in-house training programs.
- Their staffs are often too small to grant released time for training.
- Often it is the business owner who needs technical assistance and has no time for a formal training program.
- There is a constant concern that employees will find more lucrative jobs in larger businesses.

Implications for CCC:

- o CCC can utilize the Ohio Technology Transfer Organization as a model for providing technical assistance for small business. Technical assistance is a generic term which may include many forms of assistance such as help with a business plan or tax assistance as well as technology transfer.

- o Training programs for small business pose a challenge to the College to develop effective, creative delivery methods.

- o CCC offers a comprehensive small business education program.

- o CCC has developed linkages with small business resources such as the Council of Small Enterprises and the Small Business Association.

IV. The Need for New Delivery Methods

Traditional educational delivery methods and program design often do not meet the needs of employed adult students.

The number of part-time older students in Ohio is increasing. Between 1971 and 1974 full-time enrollments declined three percent while part-time enrollments rose 26 percent. According to the Ohio Board of Regents, part-time students may account for 200,000 college enrollments by 1985 should current trends continue.[4] CCC fall, 1980, enrollment statistics

indicated that fully 72 percent of its students attend part-time, up 17 percent from the previous year.

Task groups identified problems experienced by adults who need or desire further formal education or training:

- Adults may have little free time for education/training;
- Location of training may be a barrier;
- Adults often lack information/guidance as to how education/training will benefit them;
- Adults lack information about where specific education/training programs are available;
- There often is a lack of occupation-specific training;
- Too often adults fear failure;
- Many adults have family responsibilities or other priorities;
- Adults may need financial aid;
- Many adults may lack incentive;

Implications for CCC:

- o CCC's strategic position in terms of its basic philosophy, relations with the community, past experience, and extensive facilities to provide adult education on a progressive and expanded scale;

- o CCC's commitment to identifying educational needs of students and to providing a variety of means of satisfying those needs;

- o CCC's development of career programs to train students for jobs in the community;

- o CCC's concept of the community as its campus through the maintenance and continuing development of program offerings at different market sites and schedules;

- o CCC's ability and capacity to offer flexible programs to meet individual educational needs;

- o CCC's experimentation with new delivery methods such as computer assisted instruction;

- o CCC's conscious development of linkages with business, industry and government.

RECOMMENDATIONS

> Worker education...could be as important a development in the 1980's as the community colleges were in the 1960's or even as the land grant colleges were a century ago.
>
> ...Willard Wirtz

The nine Task Groups, assembled early in 1980, met regularly over a period of seven months. Over 150 individuals met throughout this period volunteering their time and focusing their efforts on education and the adult worker. They attempted to assess education/training needs from the employee's as well as the employer's point of view.

Among the major accomplishments of the Task Groups were:

- a survey of health care employers;
- a survey of banking employers;
- a survey of small business employers;
- the identification of a workforce planning and analysis methodology;
- the identification of CCC as a major provider of educational services for the adult worker population;
- the identification of the need for coordinated area-wide comprehensive planning among the educational service providers;

- a conference on work force education involving Cleveland executives from business, industry, labor, government and education; and

- a basis for continual systematic educational planning.

Each Task Group submitted to the College specific recommendations that they believed would provide the Cleveland area with a stronger and more productive work force.

The recommendations, which address how higher education and specifically the community college can broaden and focus educational services for working adults, are based on employer surveys, labor market trends, employer needs and the experiences of personnel managers and labor leaders. This section is a synthesis of the many recommendations presented. The individual Task Group reports are included in Appendix C.

RECOMMENDATIONS

I. THAT CUYAHOGA COMMUNITY COLLEGE TAKE A LEADERSHIP ROLE IN THE CLEVELAND AREA EDUCATION/TRAINING COMMUNITY IN DESIGNING AND COORDINATING A COMPREHENSIVE EMPLOYMENT AND TRAINING SYSTEM FOR CUYAHOGA COUNTY--A SYSTEM THAT WILL ENHANCE THE ECONOMIC DEVELOPMENT OF THE COUNTY THROUGH INCREASED PRODUCTIVITY.

Task Group members were very much aware that there are many institutions and agencies, high schools, four-year colleges and universities, proprietary schools, consultant firms, as well as CETA, which independently offer various types of training and upgrading programs for employed workers. CCC alone offers over fifty technical/occupational programs in addition to CETA-sponsored secretarial and machine trades training and many non-credit continuing education programs.

The members were concerned that there appeared to be too many opportunities for duplication between the adult programs of area high schools, especially Cleveland Public Schools, and CCC. They noted overlaps as well as gaps in the target markets and in specific program areas.

The Apprenticeship Task Group requested that CCC develop an east-side apprenticeship training center, eligible for funding under the Ohio Division of Vocational Education, because easily accessible apprenticeship classroom training programs are not available to a large east-side population in the county. Ohio vocational high schools, which often do not have facilities available for day-time programs, are traditionally funded to provide apprenticeship training. The Task Group, pointing to the many problems facing the Cleveland Public School system, preferred to look to the College for expertise in the development and delivery of a sound apprenticeship classroom training program.

The Health Task Group urged the College to develop articulation agreements with four-year institutions so that credits or degrees earned in health-related career programs would transfer toward advanced study leading to a four-year degree.

Several task groups urged the College to develop a method for granting credit for appropriate work experience.

The Skills Training in Industry Task Group, which recommended a core basic skills program for shop employees, examined the basic education and other training programs available through CCC and the Cleveland Public Schools aimed at adult skilled and unskilled workers. Their analysis did not provide them with a clear separation of purpose or institutional role. The Task Group noted that the lack of coordination among the educational providers must lead to a competition among the public institutions which is likely not to be a cost-effective use of the tax dollar. A strong recommendation was put forth by the Task Group that CCC and the Cleveland Public Schools coordinate their efforts to "minimize duplication...and maximize the strongest resources and facilities of each educational system."

The Small Business Task Group recommended that CCC establish a standing committee to determine educational program deliverer qualifications and to coordinate the activities and offerings of the educational institutions.

II. THAT CUYAHOGA COMMUNITY COLLEGE HAS A RESPONSIBILITY AND OBLIGATION TO PROVIDE AN EXPANDED PROGRAM OF EDUCATION AND TRAINING SERVICES TARGETED TO EMPLOYED AND TEMPORARILY DISPLACED ADULT WORKERS IN BUSINESS AND INDUSTRY, GOVERNMENT, HEALTH AND HUMAN SERVICE AGENCIES--A PROGRAM WHICH WILL ENABLE ADULTS TO REACH THEIR POTENTIAL IN THE WORK WORLD, TO DEVELOP SKILLS TO LIVE IN A COMPLEX ENVIRONMENT AND TO PREPARE FOR A SATISFACTORY RETIREMENT.

There was a consensus among all the task groups that CCC has the capacity to take a much larger role in training employed workers. They recognized that many of the training needs identified could be met by CCC's current programs, were they packaged, modularized and delivered in a less traditional mode. Scheduling at times and locations convenient for full-time workers is critical to the successful delivery of adult programs. Short-term intensive credit-bearing modules could be designed to meet specific training needs.

There was agreement among members of all the task groups that there was a large and increasing need for training in basic skills, including reading comprehension, arithmetic, written and verbal communication and computer knowledge. They suggested that CCC develop competency-based modules which relate directly to functional work skills. The comptency-based approach would provide the opportunity to develop modules which could be customized to the individual needs of the employee as well as to specific industry needs. For example, the Health Task Group suggested that medical terminology be used in a reading and writing skills program

developed for hospital employees. Basic skills training was recommended for entry-level employees in many occupations such as clerical and shop workers as well as first-line supervisors.

Career development was also identified as a service which both industry and government could utilize for retention of experienced workers. A career development program would assist employees to assess their skills, interests, and experience and to relate their individual characteristics to career ladders within their companies or agencies. Employees would learn to identify short and long range career goals and develop a plan for achieving them.

Several task groups recommended that CCC provide a human resources planning and analysis service to assist employers identify future staffing needs, specific training requirements and internal career ladders. Individual employee career development plans could then easily be linked to training needed for career advancement. Industry sponsored career development programs would encourage and motivate employees to seek out opportunities for personal development because they would recognize the link between their educational activities and job mobility.

The Skills Training in Industry and Health Task Groups stressed the need for management development training for first line supervisors, new supervisors and anticipating supervisors. In practice the employee with the most seniority is often selected to supervise a department without any prior training or supervisory experience.

All the task groups recommended that the College continue to offer technical training, short-term upgrade training, programs for industry certification, licensing or registry and to develop programs for training in new technologies. Many members stressed the need for short-term intensive data processing programs and word processing training for clerical workers.

One suggestion generated from the Project was the concept of a resource center of training materials and teaching aids which would be available to all businesses for their own internal skills development programs.

The need for employee understanding of computer potential in relation to their jobs was a paramount concern among members of almost all the task groups; shop workers need a basic understanding of numerical control; clerical workers need an understanding of the work-saving potential of word processing equipment; CRT operators are in demand as are program analysts. Members agreed that whenever possible their firms would prefer to train experienced employees who could apply new skills to their past experience rather than hire new employees.

Another area of concern was that employee work values appear to have changed resulting in lower productivity. The College was urged to incorporate the teaching of "work ethic" in all its career programs.

III. THAT CUYAHOGA COMMUNITY COLLEGE EXPLORE AND EXPERIMENT WITH INNOVATIVE PROGRAM DELIVERY METHODS THAT FOCUS ON AND PROVIDE FLEXIBILITY IN ADDRESSING THE EDUCATION/ TRAINING NEEDS OF EMPLOYED ADULTS

Although nearly all the project committee members believed that they were somewhat familiar with the College, often during the course of their meetings they expressed surprise that CCC was already offering many of the programs they identified as needed for adult workers. They suggested that the College consider itself an enterprise which is in the "business" of developing and delivering educational programs. As any other enterprise, CCC's success will depend on the extent to which it can develop products which its customers need and can utilize. Its customers in this case are the employer/employee community which may or may not be totally aware of its need for educational products.

Although many of the educational needs identified could be satisfied with education/training already available from the College, the reason that adult workers are not taking full advantage of the Colleges services may be that they are still aimed at the traditional full-time student. Task Group members searched for reasons that higher education has not been a primary force in eduating people who work, identified some of the barriers which act as constraints to adults and suggested several strategies the College could employ in developing and delivering relevant programs for adults.

Barriers to adult participation in education:

o Funding:

Despite tuition aid programs offered by companies or negotiated in labor union contracts, few working adults take advantage of these opportunities. Estimates of participation in tuition aid programs range from three to five percent among higher paid and managerial workers. Participation of hourly paid and production workers has a rate of about one to two percent. Only a fraction of corporate funds committed to tuition is ever really spent.[5]

Institutional barriers exist when funding patterns favor traditional students. Basic Educational Opportunity Grants are limited to four years and are unavailable to anyone possessing a college degree. Thus, a person with a college degree seeking retraining or in the process of making a career change has no federal grant resources.

Similarily restrictive, the State of Ohio currently reimburses public colleges by a formula that penalizes off-campus courses which are considered less expensive; the less-than-full credit reimbursement discourages colleges from setting up off-campus credit programs. Non-credit courses receive no state subsidy at all.

o Time and Location

Because working, adult, part-time students usually have other priorities, including their work and family responsibilities, in addition to their interest in continuing education/training, the convenient scheduling and location of educational programs is very important to them. Task group members recommended that programs be scheduled at or near the work-site around working hours or in central locations such as churches, union halls, motels or facilities of larger businesses.

They suggested that training programs be offered in short-term intensive modules. Adults cannot afford the time to enroll in a course which meets three times a week for one hour. Surveys also indicated that weekend programs would be successful.

o Fear of Failure

Because they may have been unsuccessful in earlier educational experiences or because they have been absent from education for a significant period of time, many adult workers are very reluctant to risk participating in an educational program for fear it may not be a successful experience for them. Many believe that their learning capabilities diminish with age.

Several Task Groups recommended that the College design a program of "academic orientation" for students who have not recently been involved in formal educational activities. They suggested that the program include topics such as reading comprehension, report writing, note taking, math review, library utilization and time management.

It was also recommended that the College offer personal interest and enrichment programs throughout the community and at the work-site during lunch periods and/or after working hours to encourage employees to get started in the educational routine and thereby serve as motivators to encourage participation in skill-related training programs.

o Lack of Incentive

The adult worker needs to see a relationship between participation in an educational program and the achievement of some personal goal, since the educational program itself is only a means to some other end. Employers formally can offer inducements such as tuition aid and recognition through the evaluation/advancement process as well as informally through in-house newsletters.

Employers could also sponsor an "Introduction to College" program at the work-site to encourage employees to upgrade their skills.

Several Task Groups spoke to the need for a career development program linked with career ladders within the organization as an incentive for training.

o Lack of Information

Adults often lack information about not only the specific education/training they need but also about what programs are available. Although educational information services are available at colleges and through the county library's PLACE program, information specific to occupational-related training is more difficult to obtain. The work force planning and analysis methodology would assist employers to determine specific training requirements related to their present and future employment needs. The identified training needs could be linked to training available in the Cleveland area. (The proposed methodology is described in more detail in Appendix C).

One Task Group recommended that the College staff a booth at the work-site to provide educational information and guidance to employees.

A product of the recommended coordination of a comprehensive education/training system in the county might be an inventory of available training programs.

o Lack of Occupation-Specific Training Programs

Task Groups emphasized that adult workers and employees want short-term intensive training programs aimed at specific occupational training needs. Employers see little benefit in making education only indirectly related to the job available to employees either through tuition reimbursement or released time. Employees often elect to forego education which they perceive as enrichment in favor of training which may offer more immediate benefits.

The recommendation that the College develop a basic skills curricula in competency-based modules which relate to functional work skills provides the College with the opportunity to develop occupational-specific training modules.

The message is that education and training programs need to be restructured, repackaged and delivered in ways the adult worker finds convenient and useful. The College has an obligation to be flexible in its approach and creative in its program design, and business has an obligation to provide their employees with the necessary incentives. Both the employer and the employee stand to benefit from the development of a better trained work force.

IV. THAT CUYAHOGA COMMUNITY COLLEGE, IN ORDER TO KEEP ABREAST OF PRESENT AND PROJECTED EDUCATION AND TRAINING NEEDS, ESTABLISH AND MAINTAIN COOPERATIVE WORKING RELATIONSHIPS WITH THE CLEVELAND AREA BUSINESS AND LABOR COMMUNITY.

The Project Steering Committee and its Task Groups, having completed the informal assessment of adult worker training needs and having developed strategies for CCC in addressing those needs, offered to continue to assist the College as it develops programs and delivery methods to respond to training and development needs.

It recommended that the College maintain and expand the linkages with business and industry, government, and social service agencies. It proposed that interested Project Committee members be invited to serve on advisory committees established by the Urban Metropolitan Development Institute as well as on the College's regular career program advisory committees. The Steering Committee agreed to meet periodically to assist the College implement its recommendations.

It was recommended that the CCC periodically and systematically assess industry training needs in the Cleveland area.

The Steering Committee offered to assist the College identify members of the business/labor community who should participate in joint planning and program development.

The Committee recommended that the College encourage employers to:

A. Link employee academic achievement to job advancement; employees who are promoted should be recognized for their recent educational attainments.

B. Provide released time for skill upgrading education; and

C. Provide full tuition reimbursement.

The Steering Committee urged the College to view its work as a model for cooperative planning between business/labor and education in seeking solutions to community problems.

Conclusion

> The strength of a community is the educated citizens who recognize and respect the dignity and work of themselves and others; all citizens should have available to them learning opportunities required to assist them to make meaningful contributions to their fellow citizens and communities.
>
> ...from Cuyahoga Community College Statement of Philosophy

The Work Force Educational Development Project is an experiment in bringing together community leaders who represent both employees and employers to work with the College on a project from which, if they do their work well, both will derive major benefits. The task was at time arduous but always exciting and rewarding because they were working at revitalizing their own organizations by designing strategies to enhance the worth of the people who work in them.

There was always a concensus that education has a major role to play in the development of their own organizations and agencies as well as in the economic development of the county and that CCC has the capacity and capability to provide much of that education. There was always the recognition that the successful economic transition of the region is dependent on a trained work force--on workers who are perceptive in recognizing and flexible in seeking out opportunities for training and retraining and on industries which provide guidance and incentives in encouraging the work force to renew itself through education and training.

The Project Committee identified a wide variety of employee and employer needs for education and training and a hodgepodge of learning resources. They

identified many excellent programs, others which appeared to require modification in content and/or delivery and some areas of need which required new program development. The lack of any systematic coordination and classification of educational resources available in the community became increasingly frustrating to the Committee and led them to urge CCC to take the lead in Cuyahoga County in coordinating and designing a comprehensive education system for adults as well as to expand and refine its own education/training programs and delivery systems. It was apparent to the Committee that CCC, which occupies a central place in the educational community as well as in the community at large, should be the institution to take the initiative in this endeavor.

The Project Committee recognized the value of their involvement with educational institutions in the planning and development of programs so vital to their interests. Their confidence in the communications process they had designed through their work with the Project was affirmed by their recommendation that the College use it as a model and expand on it as it continued to plan and implement programs for adult workers. A flexible mechanism for continuing dialogue with full participation of both business and labor is a necessary component in the planning and development of an educational and training system as well as in the development of specific programs for adult workers. Indeed the continuing development of the region may well hinge on the quality of its work force.

APPENDIX A

PROFILE OF CUYAHOGA COMMUNITY COLLEGE

Profile of Cuyahoga Community College

The Cuyahoga Community College District, established in 1961 as the first community college in Ohio, was the result of the cooperative efforts of local civic and business leaders who recognized the need in the community for a post-secondary educational institution to expand educational and learning opportunities to all citizens. The educational philosophy embodied in the College's official plan acknowledges that the "strength of a community is the educated citizens who recognize and respect the dignity of work of themselves and others," and that "all citizens should have available to them learning opportunities required to assist them to make meaningful contributions to their fellow citizens and communities."

CCC serves Ohio's largest metropolitan area composed of a heterogeneous population from a wide variety of ethnic backgrounds. Cuyahoga County is one of the nation's ten most populous counties in one of the nation's most urbanized states and also one of the nation's most troubled urban areas. The College plays a unique role in helping to meet the educational needs of all the citizens in Cuyahoga County. A wide range of educational programs as well as urban-oriented community services are available on its campuses and throughout the community.

The College itself is an institution with extensive resources: three modern campuses valued at over $100 million, over 100 off-campus locations, approximately 3,200 full and part-time staff and a total budget of over $42,000,000.

CCC provides a diversity of high quality, low-cost educational programs and services:

- The arts and sciences programs provide the first two years of the traditional four-year college curriculum leading to the baccalaureate degree;

- Its 50 career and technical/occupational programs meet the growing needs of the community for technicians and paraprofessionals:

Dental Hygiene
Dental Laboratory Technician
Dietetic Technology
Emergency Medical Technician
Medical Assisting
Medical Laboratory Technician
Medical Record Technician
Nursing (Registered)
Occupational Therapy Assisting Technology
Ophthalmic (Optician) Dispensing Technology
Optical Mechanics
Physical Therapist Assisting Technology
Physician Assisting
Physician's Surgical Assisting
Radiologic Technology
Respiratory Therapy
Respiratory Therapy Technician
Accounting
Business Management
Commercial Art
Court and Conference Reporting
Data Processing
Financial Management-Banking Option
Hospital Management
· Culinary Arts
· Food Service Management
· Hotel-Restaurant Management
· Housekeeping Management
Interior Design Technology
Marketing
Office Administration
Purchasing Management
Real Estate
Small Business Management
Transportation
Architectural and Construction Engineering Technology
Industrial Management
Industrial Technology
Mechanical Engineering Technology
Production and Inventory Mgt.
Audio-Visual Communications Technology
Aviation Technology
Community Mental Health Technology
Corrections
Early Childhood Education
Fire Technology
Graphic Communications
Labor Studies
Law Enforcement
Library/Instructional Media Technology

- The Urban Metropolitan Development Institute, dedicated to the fulfillment of CCC's unique urban mission, brings the College resources to bear on urban problems through community development

activities, new program development, delivery of instruction at sites throughout the community, enhancing access to campus programs, staff development programs for business, industry, government and social service agencies, linkages with community leaders, organizations and agencies and the building of a comprehensive public educational system in Cuyahoga County.

- The Developmental Education Program, with its computer assisted instructional capacity fosters the growth of the individual student in terms of his/her ability and thereby broadens and enhances access and opportunity to all persons.

- The educational and student support services such as recruitment and outreach, career counseling and academic advisement, career planning and placement, financial aid, health services, intercollegiate and intramural athletics, recreation and student activities enable students to more fully benefit from the educational environment.

Cuyahoga Community College provides an open door to excellent education in a stimulating and exciting environment. Its commitment to its unique urban mission has made it a leader in exploring new ways to reach the richly diverse population of Cuyahoga County.

APPENDIX B

SUMMARY OF NEEDS

Summary of Education and Training Needs as Identified by the Work Force Educational Development Project

I. Clerical Occupations in Large Industries, Hospitals and Government.

A. Written and Verbal Communications

1. Grammar, punctuation, spelling
2. Business correspondence
3. Shorthand and/or dictaphone
4. Typing: statistical and narrative, formating
5. Proofreading
6. Telephone etiquette

B. Record keeping

C. Basic mathematics

D. Office organization

E. Introduction to computer technology *

F. Career development

G. Work values clarification

H. Study skills for re-entry students

II. Banking:

A. Data Processing (new skill development and skill upgrading)

1. Introduction to computer technology for all employees
2. Programmers
3. Systems analysts

B. Communications

1. Business correspondence
2. Telephone etiquette

* Introduction to Computer Technology was recommended many times as a method of introducing employees to computerized office equipment; e.g. CRT and word processing.

3. Typing (40-60 WPM): statistical and narrative

4. Spelling, punctuation, grammar

5. Shorthand (80-100 WPM)

C. Basic mathematics

D. Ability to use 10-key calculator

E. Accounting and bookkeeping

F. Career development

G. Work values clarification

H. Leadership/supervisory skills

I. Interpersonal relations

J. Conflict management

III. Investment and Insurance Industry: Clerical Occupations

A. Written and verbal communications

B. Introduction to computer technology

C. Basic mathematics review

D. Career development

IV. Industrial: Unskilled and Semi-skilled Employees

A. Reading comprehension; competency level: interpretation of written instructions

B. Applied mathematics including the use of measuring tools such as calipers, micrometers;

1. knowledge of tolerances

2. whole number manipulation

3. fractions and decimals

4. linear and unit measurements

5. measurement of weight, time, angles, speed, velocity

C. Blueprint reading

D. Utilization of hand tools

E. Personal development for first-line, new and anticipating supervisors including:

1. Career development

2. Development of managerial skills

3. Development of supervisory skills

4. Written and oral communication

F. Work values clarification

G. Retirement planning

V. Health Industry

A. Communications:

1. Basic medical terminology for all health care employees;

2. Medical Transcription

3. Written and verbal: report writing

B. Data Processing including CRT and word processing

C. Office occupations skills

D. Career development and Team development for health care technical employees

E. Expand nursing training programs to serve more students.

F. Technical skills update training

G. Supervisory/management training for:

1. Nurses

2. Supervisors and potential supervisors

H. Biomedical engineering training

I. Patient awareness and sensitivity training

VI. Personal Development for Supervisors and Potential Supervisors:

- A. Career development
- B. Life planning
- C. Supervisory skills
- D. Management functions
- E. Development of effective written and oral communication
- F. Employee motivation
- G. Stress management
- H. Interpersonal relations
- I. Retirement planning

VII. Small Business

- A. Skills needed are identical to those of large business
- B. Technical assistance
- C. Small business management
- D. Retirement planning
- E. Office management

APPENDIX C

TASK GROUP REPORTS

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

ACADEMIC PROGRAMS FOR APPRENTICESHIP

Chair: James E. White

RECOMMENDATIONS

The Task Force Group members recommend that C.C.C. establish a downtown or East Side Apprenticeship Classroom Training Center. The Center would provide the related training for the four-year Apprenticeship Programs.

The following procedures are suggested:

A. Gather data on other programs including schools on the far West Side of the City and programs operated by Community Colleges in other states.

B. Survey area companies to determine interest and to identify curriculum which could meet similar training needs of various industries.

C. Develop a Core Curriculum for Apprenticeship.

D. Provide additional optional programs whenever feasible.

E. Explore options for offering credit for not only classroom training but also, if possible, for the related work experience.

The basic educational needs are:

1. Reading Comprehension
2. Blueprint Reading
3. Shop Math and Metrics

The training or re-training needs are:

1. Numerical control
2. Hydraulics
3. Drafting
4. Maintenance Trades

The Task Group members agree to assist C.C.C. in the development of these and other programs.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

BANKING TASK GROUP

Chair: Jerry Lowe

RECOMMENDATIONS

I. PROGRAM DEVELOPMENT

A. That the College provide career counseling which identifies career paths within the banking industry. The counseling could be available as pre-admission guidance and/or as a specific program of career development for banking employees.

B. That the College develop a program of academic orientation for adults that would dispel anxieties of individuals who have been away from formal education for a period of time.

C. That the College offer short-term training programs in data processing to enable employees to upgrade or develop new skills very quickly. Training should be available for programmers and systems analysts as well as entry-level employees.

D. That the College develop a mandatory introduction to a computer technology program for everyone interested in business. It should include an overview of data processing; a description of current hardware and software capabilities, computer language, statistical data, and processing packages; and examples of computer application.

E. That the College provide programs in accounting, math, and business communications which relate directly to the job, i.e. instructional competencies should be based on work skill competencies. Course prerequisites should be examined and eliminated whenever possible, especially for non-degree students.

F. That entry-level career program curricula include work values clarification.

II. MARKETING/RECRUITMENT

A. That the College encourage employers to link employee academic achievement to job advancement. Employees who are promoted should be recognized for their recent educational attainments. The employee evaluation/review process could provide a vehicle for recommending training and development to employees.

B. That the College offer training programs on weekends at the College and specially designed enrichment experiences on-site during the employees' lunch hour.

C. That the College appoint a representative to function as a liaison between banks and the College to keep banks informed about available training and educational programs and that the College provide banks with a directory of College personnel who can provide specific program information.

D. That the College annually survey banks to assess employee training needs and utilize bank training and personnel representatives to assist in analyzing the results.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

HEALTH TASK GROUP

Chair: Mary Kay Herrick

RECOMMENDATIONS

I. TRAINING

A. That supervisory/management training be provided for -

1. Supervisors through update workshops on the worksite
2. Potential or anticipating supervisors
3. Nurses through the inclusion of management and leadership development within the regular nursing curriculum

B. That a basic level medical terminology program be designed for all health workers; e.g., secretaries, receptionists, security officers.

C. That educational programs to update technical skills be developed which will lead toward or maintain licensing or registry. Recognition through credit or C.E.U.'s should be awarded for the training. Whenever possible the programs should be offered in a workshop format at the worksite.

D. That the College integrate training in verbal and written communications within its regular programs and that it design communications skills update programs for employed workers and assist the workers to integrate new skills with their jobs.

E. That the College integrate within its career programs training to develop an awareness of and sensitivity to patient needs and that the College develop a program for all health workers to develop patient awareness.

II. That the College develop articulation agreements with other institutions (e.g., Cleveland State University) so that credits or degrees earned in health career programs will transfer toward advanced study leading to a four-year degree.

III. That the College find more effective methods to publicize its offerings to the health industry through hospital department heads.

IV. That the College annually survey the hospitals regarding health needs.

VI. That each head of a College department corresponding to hospital departments surveyed should invite those department heads within the next month to the College to review and interpret the survey and to inform them about the College programs.

VII. Specific recommendations relating to hospital departments surveyed are attached.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

Health Task Group

"Clerical" Sub-Committee Report - Auxiliary Services

I. Reporting on survey results from the following departmental areas:

Data Processing	Medical Records Technician
Food Manager	Medical Secretary
Housekeeping	Word Processing
Medical Assistant	

II. The Sub-Committee recommends:

A. That curriculum priority be given to medical records technology and the potential growth areas of word processing and data processing;

B. That training be provided in CRT and word processing as well as continued in the areas of medical terminology, typing, filing, and medical transcription;

C. That workshops be available in both written/verbal and basic/advanced communications;

D. That update training be provided through on-site workshops;

E. That the College effectively publicize its programs and services to hospitals.

"Professional" Sub-Committee Report - Professional Occupations

I. Reporting on survey results from the following departmental areas:

Biomedical Engineering	Respiratory Therapy Technician
Nuclear Medicine Technology	Physicians Assistant
Nursing	Physicians Surgical Assistant
Respiratory Therapy	Radiologic Technologist

II. The Sub-Committee recommends:

A. That the College give some consideration to developing a two-year program in Biomedical Engineering by developing the appropriate courses within the Engineering Technology Program;

B. That the College do a more in-depth needs analysis before establishing a nuclear medicine program;

C. That the College consider including more management and leadership training within its nursing program;

D. That the College increase the number of nursing students it serves through innovative delivery systems, such as summer, evening and weekend programs;

E. That the College establish cooperative relationships with other institutions in the development of additional nursing training;

F. That the College do a more in-depth needs analysis in determining whether to continue to train physician's assistants and physician's surgical assistants.

"Technical" Sub-Committee Report - Technical Occupations

I. Reporting on survey results from the following departmental areas:

Security Officer	Medical Lab Technician
Physical Therapy Assistant	Occupational Therapy Assistant
Dietetic Assistant	Opthalmic Dispensing Technician

II. The Sub-Committee found:

A. That training is needed in written and verbal communications;

B. That training is needed in medical terminology on-site and during the evening;

C. That training is needed in office skills;

D. That training is needed in career development and team development. Each health care worker should understand his/her role within the department and organization.

III. Across the board Task Group recommendations for training:

A. Supervisory/Management training for -

1. Nurses
2. Potential supervisors
3. Supervisors (update workshops)

B. Medical Terminology on-site and evenings

C. Technical skills update on-site workshops

D. Recognition for training through credit or C.E.U.

E. Communications skills, written and verbal

F. Basic interpersonal skills for all health care workers to develop greater sensitivity to patient needs.

IV. The Task Group recommends that C.C.C. find more effective means for publicizing its offerings.

A. The Task Group requested that the College provide each of the hospitals responding to the survey with the tabulated survey results and recommendations and a letter thanking them for their participation. Since most hospitals were uncertain as to whether they wanted a liaison from the College to contact them, it was suggested that the College find out what is meant by that response as it contacts hospitals to make department heads aware of C.C.C.'s training program.

B. The Task Group agreed to meet in four to six months to review the College response and to determine how it can provide support.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

INVESTMENT & INSURANCE TASK GROUP

Chair: Carol Kurtz

RECOMMENDATIONS

I. PROGRAM DEVELOPMENT

A. That the College offer and market, written and verbal communication courses for entry level clerical employees;

B. That the College offer an introduction to computer use including familiarity with CRT and word processing equipment.

C. That the College provide update courses in math skills.

D. That the College provide career development and counseling for women employed in the investment and insurance field. Such counseling could create a link between upward mobility and further education. If education is more clearly tied to career advancement, more employees might use employer tuition reimbursement programs.

II. MARKETING RECRUITMENT

A. That the College design staff development programs for smaller organizations which do not have in-house trainers.

B. That the College provide greater accessibility to credit courses by offering them at the work site or at centrally located companies.

C. That the College offer career counseling and an introduction to the advantages of continuing education at times and locations convenient to clerical employees - perhaps during the lunch hour on the work site.

D. That upgrade programs for clerical workers be offered in two half-day modules.

E. That College instructors/trainers not only possess academic credentials, but also business experience.

F. That the College provide key supervisors with promotional material with specific information as to whom it is directed.

G. That employers provide recognition for educational achievement through its evaluation/advancement procedures.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

NON-PROFIT AGENCIES TASK GROUP

Chair: Ned Futoran

RECOMMENDATIONS

The Task Group identified the following general training and developmental needs:

A. Supervisory: time management, employee motivation and counseling.

B. Communications: written and verbal

C. Human relations skills

D. Personal coping skills relating to drugs, alcohol, and finance.

E. Career counseling which identifies career ladders within an agency.

F. Work values clarification

G. Specific job skills

The Task Group suggested that specific agency and department training needs were beyond the scope of the committee and could be identified more accurately by individual agency and department heads. However, because many smaller agencies and businesses do not have the resources to analyze their work force employment and human resource needs, the Task Group recommends that the College utilize the Work Force Planning System as a method of assisting a company to identify its training needs. The College could either train employees within companies to perform their own work force analysis or provide a consultation service.

The Work Force Planning System develops data to enable an employer to make cost effective decisions on the recruitment, development and utilization of human resources. The system assists in the determination of selected characteristics of current and anticipated employment. It outlines a process for identifying needs and manpower planning methodology for meeting them. It provides a framework and process for developing training plans and action steps in response to current and anticipated employee training needs. The identified needs could then be linked to College programs.

Continued -

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT
NON-PROFIT AGENCIES TASK GROUP

Overview of the Workforce Planning Methodology

Workforce planning is a flexible management system. A number of interrelated and interdependent products, built upon selected characteristics of the workforce, include but are not limited to:

- a coded set of occupational titles which define explicit duties, qualifications, training requirements and relationships within the organization;
- a career ladder to identify upward mobility paths for employees;
- a staffing guide which objectively translates workloads into quantitative/qualitative manpower requirements;
- a personnel inventory system which lists employees by current position and as being qualified for other assignments;
- staffing requirements which specify the number and type of personnel that will be needed for each year;
- a manpower transition analysis which estimates the personnel movements that are expected to occur or should occur in the organization;
- an analysis of manpower needs which readily identifies the means of meeting desired employment levels, where losses occur and sources of accession;
- a staffing plan which presents for the current year, and further years, the positions to be allocated and the man-years to be worked as an aid for deciding on cost-effective personnel mix and formulating budget projections.

Workforce planning can reduce the costs and improve the quality of operations for organizations.

Essentially, the goal of workforce planning is to provide information to ensure that an organization has the right number and the right type of personnel ready and available to complete specific tasks. Its primary function is to make certain that an organization's personnel needs are satisfied in a cost effective manner while providing the worker with the opportunity to develop to the maximum his/her potential through training and upgrading.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

TASK GROUP ON PRE-RETIREMENT

Chair: William Stearley

The Task Group on Pre-Retirement discussed the concept of pre-retirement education in general, and the need for continuing development in this area to keep pace with economic and societal changes.

The General Electric Company pre-retirement program materials and an outline of a Cuyahoga Community College pre-retirement format were reviewed and felt to be good examples of pre-retirement education.

As a result of the Task Group support, the College offered a pre-retirement course in the community through the Lifelong Learning Institute, Spring Quarter, 1980. There was insufficient enrollment to carry the course; however, the interest generated warrants exploration in terms of appropriate marketing techniques to better reach the public in future offerings.

The survey questionnaire prepared and conducted by the Task Group on Small Business generated a high percentage of interest in offerings both on-site and in consortium settings.

The Task Group recommended that the College:

1. Develop plans and strategy to effectively program to meet the needs of small business and industry as reflected in the survey;

2. Develop a marketing strategy to bring general offerings of pre-retirement courses into focus in the community, so that the needs of individuals can be met.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

SKILLS TRAINING IN INDUSTRY TASK GROUP

Chair: Deborah Eastern

RECOMMENDATIONS

I. TASK GROUP OBJECTIVES

Original Task Group objectives included:

A. Identification of the basic educational needs in large industry.

B. Examination of existing basic education programs to determine program utilization and effectiveness.

C. Identification of student population.

D. Recommendation of effective recruitment procedures.

E. Recommendation of new, improved and/or modified basic education programs.

F. Recommendation of incentive and/or reimbursement programs to motivate student participation.

II. TASK GROUP FORMAT

The Skills Trainihg Task Group, which was composed of representatives from major industries, labor organizations, secondary education systems, college systems, and small businesses, met for several months to apply a team approach to the accomplishment of the stated objectives. As part of the meetings, various representatives were invited to the meeting to discuss topics of interest such as (1) special programming at Tri-C College, (2) Coates Motivation Testing, and (3) competency based education programming.

Members of the Task Group volunteered to research the basic educational needs of industry and to develop recommendations accordingly. In addition, each representative from industry was requested to submit samples of materials, pertinent to various work assignments, to the school for competency level analysis.

The currently employed individual was selected as the target population because of the number and variety of programs currently established to meet the needs of the unemployed individual seeking new employment opportunities; i.e., CETA, STIP, and manpower programs.

It is the contention of the committee that the advancement of the under-employed or entry level employees to higher employment positions would create vacancies in the entry-levels for the unemployed individuals.

III. TASK GROUP RECOMMENDATIONS

Through the consistent work of the committee several needs, recommendations and/or informative statements were developed.

Basic educational needs as outlined by the Task Group included:

A. Basic mathmatics consisting of (1) whole number manipulation, (adding, subtracting, multiplying and dividing); (2) linear measurements, tolerances, scales, rulers, calipers and micrometers; (3) common fractions; (4) decimal fractions; (5) unit measurements, weight and mass, time, angular measurement, speed, and velocity.

B. Basic reading comprehension consisting of instructions to provide competency level to interpret written work instructions.

C. Basic clerical training consisting of (1) shorthand and/or dictaphone; (2) typing, statistical, narrative, and formating; (3) grammar, punctuation, and spelling; (4) proofreading; (5) basic mathmatics; (6) telephone etiquette; (7) filing; (8) follow-up, meeting arrangements/calendar; and (9) exposure to automated equipment.

D. Basic blueprint reading consisting of (1) introduction to prints; (2) describing shapes; and (3) reviewing orthographic drawings.

E. Basic hand tools, consisting of (1) measuring tools and tools such as wrenches, screw drivers, plumbing, electrical, sheet metal, metal working, hoisting and pulling tools.

F. Basic dynamics of personal development for the anticipating supervisor. Basic management courses could include (1) career assessment; (2) career planning; (3) overcoming management anxiety; (4) development of managerial skills; (5) effective written and oral communication; (6) employee motivation techniques; and (7) stress analysis.

G. Work Ethic - Industry representatives discussed a need for work ethic training. The training would include: (1) the concepts of work; (2) understanding the organization; (3) understanding career objectives; and (4) personal development.

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT
SKILLS TRAINING IN INDUSTRY TASK GROUP

IMPLEMENTATION RECOMMENDATIONS

Upon review of the basic educational needs the following recommendations were developed:

A. Competency Based Education

The basic education program development would be based on an outgrowth of the competency based instruction program presently proposed to the Cuyahoga Community College. This program could be accomplished through (1) development of a survey of large industry to determine basic educational needs and competency level requirements; (2) development of core courses, based on the survey response, which could be modified to meet the individual needs of the industries utilizing the program. The competency based instruction approach would allow industry and the educational institutions to develop courses which could be customized to the responsibility of the task performed by the employee(s) and/or the needs of the organization.

B. Technical Assistance to Employers

The college should develop a program to provide technical assistance to employers to enable them to analyze employment problems which could be resolved with the institution of special educational programming. The Technical Assistance program could be developed similar to the Human Resource/Manpower Project, which was developed under the direction of the Office of Public Service Programs. The goal of the project is to develop training plans and action steps in response to current and expected manpower training needs and manpower problems. Accordingly, technical assistance could be provided by the college to analyze the employer's needs, research and assign specific courses to address the employer's specific educationally based employment problems.

C. Coordinated efforts between the Cleveland Public School System and Cuyahoga Community College

It is recommended that a cooperative effort be developed between the Cleveland Public School System and the College to minimize duplication in the basic education programming and to maximize the strongest resources and facilities of each educational system.

A basic education core course curriculum could be developed utilizing the various technical training sites and industrial arts instructors of the Cleveland Public School System. Instructors from the College could work with the Cleveland Public School System to develop advanced courses building on the initial basic courses and leading to courses for the anticipating manager.

D. Communication System

Review of the basic education courses offered by both the Cleveland Public School System and the College revealed several basic education courses which could be utilized as core courses as previously recommended. However, both systems acknowledged a need for better communications to acquaint the business community with the programs currently offered by each system. It was recommended that:

1. The college increase industry participation in the various advisory committees.

2. Provide trained consultants to work with industry to identify educational needs and develop programs to fit individual needs.

3. Provide trained consultants to contact industry on a scheduled basis similar to a sales program to encourage utilization of the college programs. The college must convince industry (consumer) that it provides a valuable service which will ultimately result in measurable savings.

4. Re-design the college catalog to emphasize the basic educational programs. Core courses should be highlighted so that a person responsible for training could utilize the catalog for selection of basic courses and/or skills update courses in industry.

5. Provide a booth at a plant or work site, manned by CCC counselors and equipped with catalogs and brochures for interested workers.

6. Provide a seminar for personnel managers or employment counselors to meet CCC Staff and be introduced to courses provided by CCC.

E. Recruitment

Recruitment of participants was a major concern of the committee. Recruitment recommendations included:

1. Development of a Role Model Program

The role model program would utilize persons who had successfully completed the basic education programs to meet with employees considering participation in the basic educational programs to discuss their individual experiences and personal benefits from the programs.

This type of program has been successful with high school and college students to motivate them to make career selections and guide them toward successful accomplishment of their career objectives. The program could be co-sponsored by both union affiliations and management representatives.

2. Advertising

Utilizing the role model concept participants and/or graduates of the basic education programs could be utilized in printed advertising materials designed to motivate participation in the program.

3. New Technology

Studies regarding new technological changes and corresponding skill requirements should be developed by the college and utilized to develop applicable courses. Results of the study could be distributed to employees and/or potential students to provide guidance in selecting their basic education or skills improvement courses. Review of the study would provide the potential participant with documented material that would substantiate the need for additional education and/or skills training.

4. Motivational Outreach

It was recommended that the family support system be utilized to motivate participation in the skills training programs. Information pertaining to the skills training program could be sent directly to the home rather than to the employee on the job. This method would advise the family of the course selections and also enlist their cooperation and support of the person desirous of participating in the program.

5. Teaser Courses

Personal interest courses could be developed and offered during the lunch periods and/or after working hours to get employees started in the educational routine and thereby serve as motivators to encourage additional participation in skill related training programs.

6. Career Counseling

The college should provide assistance to employers to provide career counseling to employees prior to their enrollment into a basic education and/or skills training program. Career counseling would provide a systematic approach to establishing educational objectives which are in line with projected new technology and/or future employment needs. In addition, the career counseling effort should provide for employee self-evaluation of skills, needs and talents.

7. Certificate Programs

The basic education skills training program could be established as an accredited certificate program or as a continuing education unit program.

8. Recognition Programs

Joint efforts between CCC and the employer could be developed to publicly recognize employees who have successfully completed a basic skills program. Recognition could include: a) picture in the plant publications; b) a bulletin board notice; c) letters from CEO; d) tuition reimbursement. The recognition program would provide personal motivation for the participant to continue his/her education and it would also motivate individuals who are desirous of pursuing an education.

9. Speaker's Bureau

The college could develop a staff responsible for contacting industry during lunch periods to discuss benefits of enrolling and/or returning to school and the courses offered at CCC. The Speaker's Bureau could serve as a motivator to encourage employee participation as well as a vehicle for communication of the various programs offered by the college.

10. Delivery

Recommendations on course delivery included:

(a) Evening Courses - to provide accessibility for employees who work during the day. Classes should be flexible to accommodate the work schedule of the company.

(b) Weekend - Weekend college is a relatively new concept with broad appeal to the working individual.

(c) On-Site Delivery - On-site delivery was recommended as an approach which would be appealing to potential students. Small companies with similar training needs could merge together to provide one training site.

CUYAHOGA COMMUNITY COLLEGE

WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT

SMALL BUSINESS TASK GROUP

Chair: Lauren Pacini

RECOMMENDATIONS

I. FOCUS

A. To assist the College to establish and maintain effective channels of communications with the small business community; to develop and recommend methods of motivation and packaging to ensure participation and value.

1. The small business community consists of 97% of all business entities nationally, providing 55% of the employment; Tri-C's market is made up of some 32,000 small businesses employing approximately 353,000 personnel.

2. Current efforts to reach this market include direct mail and newspaper advertising, business and trade associations, etc.

B. To assist the college in the implementation of recommendations as needed, and provide on-going monitoring of the results as required.

II. ACTION

A. The Task Force developed and distributed more than 3,500 survey questionnaires to small businesses in the College's market area.

B. Task Force members were seated on other task forces of the project to ensure that small business perspective was considered in all efforts of the Project.

III. CONCLUSIONS

A. Survey results clearly indicate an active interest within the small business community for continuing education and training programs through the College, either on-campus, on-site, or at any other facility local to a number of small businesses.

B. The small business community supports the concept of tuition assistance/reimbursement programs for its employees.

C. The educational/training needs of small business closely parallel those of other sectors of the business community, to include basic communication and computation.

D. The small business community demonstrates a significant interest in pre-retirement (retirement planning) programming in specific.

E. A high degree of redundancy exists between the adult education program offered by Cleveland Public Schools and that programming offered by the College through its credit and non-credit offerings to working adults.

F. The organizational structure of the college results in reduced efficiencies for the Lifelong Learning Institute.

G. Marketing efforts of the college have been only marginally effective and have resulted in poor attendance, redundancies in scheduling or program cancellation.

H. Small Business management often fails to perceive problems within the organization which may be resolved through training/education, and does not correlate training and advancement programs in a Career Ladder/Training Plan.

IV. RECOMMENDATIONS

A. Communications

1. The College should establish a professional sales force, of commission oriented sales personnel, representing the various divisions (i.e. Business and Industry; Off-Campus Credit; Non-Credit; Certification Preparation; Allied Health) and headed by a marketing (vs. traditional) oriented sales manager.

2. College personalities should move into the community to speak to the need for continuing education and the College's capacity to meet that need.

3. A dual effort (gratis/paid) public relations/advertising campaign should be launched through all available media such as Northern Ohio Business Journal, Crain's Cleveland Business, COSE Update, Cleveland Press and Plain Dealer, Sun Papers, Trade Association, Union and Service Organization newsletters, and radio "drive-time" spots.

4. Endorsement and promotion should be gained by Private Industry Councils (PIC's), Merchant's Association, Trade and Business Associations, Neighborhood Associations, etc.

5. The College should re-write its Catalog and Schedule of Courses in such a way as to excite the prospective student, rather than turn him off, offering a more complete and understandable course description.

B. Motivation

1. Employers must continue to be "sold" on the implementation of tuition sharing/reimbursement plans for successful completion of career related education/training.

2. Employees must be "sold" on the personal gains which come with self-improvement through continuing education.

3. Employers must become sensitive to the value of continuing education and give employment preference to applicants who have demonstrated their commitment through continued education.

C. Packaging

1. Offer off-campus courses of instruction in centralized locations such as churches, union halls, motels, or facilities of larger businesses in order to serve a number of business neighbors.

2. Co-sponsor successful programs currently offered by big business through their own facilities and staff so that small business neighbors may participate and benefit.

3. Expand certification program to offer competency certification in "blue/pink collar" disciplines other than those currently offered by trade organizations, so as to provide a basis for preferential employment or compensation treatment.

4. Expand credit/non-credit approach in order to overcome learning and failure anxieties.

5. Establish a life experience/competency based instruction program with on-site assessment and counseling capabilities to assist the employee into and through an educational self-development program.

D. Additional

1. The College should develop a workshop to educate employers as to the value of retirement preparation, and comprehensive pre-retirement programming including financial planning, entitlements and agencies, vocational and community volunteer opportunities and other information which would provide new direction to the retired worker.

2. The College, through the Lifelong Learning Institute should form a standing Steering Committee, similar to the Cleveland Commission on Higher Education, comprised of representatives of all sectors of business to oversee the implementation of the recommendations of this Project and to coordinate the efforts and offerings of the College with other agencies within the market area such as Cleveland Public Schools Adult Education Program, etc., to ensure that redundancies exist only where absolutely necessary or appropriate, and that all programming is offered by the most qualified agency.

3. The College should engage expert counsel to conduct an organizational study to determine alternative structure which will reduce inter-campus rivalry and instill synergistic commonality of purpose and place the Continuing Education programming in a peer relationship with the Degree Oriented programming.

4. The College should establish a Workforce Planning Methodology based consulting service to assist the employer in the determination of specific training requirements which will lead to career advancement for the employee.

5. The College should establish a Business Resource Center of training materials and teaching aids which would be available to all businesses throughout the county for their own internal skills development programs.

6. The College should establish a Steering Committee to help reorganize the Lifelong Learning or Continuing Education programs; establish goals and objectives; monitor the progress; provide special marketing assistance as needed; and, provide direction based upon the needs of business.

APPENDIX D

ROSTER OF PROJECT PARTICIPANTS

MEMBERS OF THE WORK FORCE EDUCATIONAL DEVELOPMENT PROJECT COMMITTEE:
STEERING COMMITTEE, TASK GROUPS AND CUYAHOGA COMMUNITY COLLEGE
FACULTY AND STAFF

Steering Committee

Mr. Richard Adler, Chair
Consultant
Former Executive Vice President, Greater Cleveland Growth Association

Mr. Charles Sebes, Co-Chair
Area Representative, Human Resources Development Institute, AFL-CIO

Mr. Dennis Lafferty
Vice President of the Government Affairs Office, Greater Cleveland Growth Association

Mr. Thomas Ryder
Vice President, Metropolitan Cleveland Jobs Council

Ms. Deborah Eastern, Chair, Skills Training in Industry Task Group
Salary Personnel Representative, Terex-West General Motors Corporation

Mr. Ned Futoran, Chair, Non-Profit Agencies Task Group
Training Department, Navy Finance Center

Ms. Mary Kay Herrick, Chair, Health Task Group
Director, Selection and Placement, Cleveland Clinic

Mr. Jack Higgins,
Former President, Griswold-Eshleman Company

Ms. Carol Kurtz, Chair, Investment and Insurance Task Group
Staff Organizer, Cleveland Women Working

Mr. Jerry Lowe, Chair, Banking Task Group
Vice President, Personnel, AmeriTrust

Mr. Lauren Pacini, Chair, Small Business Task Group
Resources Unlimited

Mr. William Stearley, Chair, Pre-Retirement Task Group
Assistant Manager, Merrill, Lynch

Mr. James White, Chair, Apprenticeship Task Group
Area Representative, Bureau of Apprenticeship and Training

PROJECT TASK GROUPS

Banking Task Group

Mr. Jerry Lowe, Chair
Vice President, Personnel, AmeriTrust

Mr. William Armbruster, Superintendent of Air Conditioning and Heating, Building Services Department, AmeriTrust

Ms. Janet Bullard, Vice President, Society National Bank

Ms. Kay Campbell, Employment Officer, Union Commerce Bank

Ms. Mary Jane Dawe, Personnel Coordinator, Continental Savings and Loan Association

Mr. Tom Klasek, Personnel Manager, Broadview Savings

Ms. Mary Sedlak, Assistant Vice President, Personnel, AmeriTrust

Ms. Arlene Sherman, Sales Manager, Olsten Temporary Services

Ms. Gwen Walker-Barnette, Employment Interviewer, AmeriTrust

Health Task Group

Ms. Mary Kay Herrick, Chair
Director, Selection and Placement, Cleveland Clinic

Ms. Cyd Detrow, Employment Recruiter, Parma Community Hospital

Mr. Austin F. Groden, Director, Human Resources and Development, University Hospitals

Mr. David Hannigan, Employment Manager, Mt. Sinai Hospital

Mr. James Hickey, Instructor, St. Vincent Charity Hospital

Mr. Steve Karns, Personnel Representative, Mt. Sinai Hospital

Mr. Joseph Nagel, Administrative Assistant, Cleveland V A Medical Center

Mr. Paul Martin, V. President, Education, Greater Cleveland Hospital Association

Ms. Pat Milner, Project Coordinator, Metropolitan Cleveland Jobs Council

Mr. Tom O'Konowitz, Instructor, Patient Education and Training, Lakewood Hospital

Ms. Ione Parry, Recruitment Coordinator, University Hospital

Mr. Kevin Patton, Director of Education, St. Vincent Charity Hospital

Mr. Robert Tallarovic, Director, Patient Education and Training, Lakewood Hospital

Ms. Patricia Young, School of Nursing, Cleveland Metropolitan General Hospital

Non-Profit Task Group

Mr. Ned Futoran, Chair
Training Department
Navy Finance Center

Mr. Harrison Allen, Technology Utilization Officer, NASA

Mr. Morton S. Ettelstein, Workforce Planning Associates

Mr. Paul H. Fischer, Management Consultant, Navy Finance Center

Ms. Shirley Laub, Consultant

Mr. Mark Levin, Cleveland Heights City Hall

Ms. Estella Loar, EEO Officer, CETA

Mr. Dennis Long, Management Analyst, Navy Finance Center

Mr. Allen P. Maragliano, Assistant, Training Unit for Parole Officers, Cuyahoga County Juvenile Court

Mr. Donald Mason, Director, Vocational Information Services, Federation for Community Planning

Mr. John Misenko, Management Analysis, Navy Finance Center

Ms. Usha Mohan, Assistant Director, Vocational Information Services, Federation for Community Planning

Mr. Leroy Murphy, Associate Director, Planning and Training, County Welfare Department

Mr. Charles J. Ohlrich, President, Northern Ohio Research Information Center

Ms. Norma I. Quintana, Planning Department, CETA, Department of Human Resources and Economic Development

Ms. Margaret Rogers, Coordinator, Employment and Training, Cuyahoga County Welfare Department

Ms. Yvonne Saunders, Training Officer, Social Services, Cuyahoga County Welfare Department

Mr. Neal A. Sollan, Management Analyst, Navy Finance Center

Mr. Robert Usher, Training Department, NASA Lewis Research Center

Mr. Bob Weaver, Director, Leadership Development Program, United Way

Ms. Martha Wettemann, Occupations Specialist, Vocational Information Services, Federation for Community Planning

Pre-Retirement Task Group

Mr. William E. Stearley, Chair
Assistant Manager, Merrill, Lynch

Mr. Andrew Gordon, Training Officer, Training & Development Office, Society National Bank

Ms. Ruth Klauss, Personnel Administrator, Terex-West General Motors Corporation

Mr. Mike Moore, Vice President of Public Relations, Griswold-Eshleman Company

Mr. Leonard Visci, Industrial Consultant, Instructor, Hiram College

Public Relations Task Group

Mr. Jack Higgins, Chair
Former President, Griswold-Eshleman Company

Mr. John Andes, Senior Staff Specialist, Sohio

Ms. Sheila Fagan, Program Manager, Young-Liggett & Company

Ms. Dabbie Kavulich, Public Relations, Republic Steel

Mr. Mike Moore, Vice President of Public Relations, Griswold-Eshleman Company

Investment & Insurance

Ms. Carol Kurtz, Chair
Staff Organizer, Cleveland Women Working

Selected investment and insurance agencies were surveyed. The survey results are reflected in the recommendations in Appendix B.

Skills Training in Industry Task Group

Ms. Deborah Eastern, Chair
Salary Personnel Representative, Terex-West General Motors Corporation

Ms. Julie Ambrogi, Personnel Administrator, TRW

Mr. John C. Boldt, Manager, Training and Development, Department of Personnel, Cleveland Twist Drill

Mr. Gary Brandt, International Representative, United Auto Workers

Mr. George Campbell, Manager of Employee Relations, Eaton Corporation

Mr. Tim Cember, Branch Technical Training Manager, Xerox

Ms. Carol Cerney, Director of Special Projects, Cleveland Board of Education

Ms. Susan Creamer, Assistant to Director of Research, Ohio Conference of Teamsters

Ms. Susan Dritz, Information Referral Specialist, United Labor Agency

Mr. William Edwards, Director-Supervisor, Continuing Education, Cleveland Public Schools

Mr. William Gibson, Employee Relations Manager, Union Carbide

Mr. Ted Harris, EEO Director, Forest City

Mr. Jack Higgins, Consultant

Ms. Barbara Janis, Education Director, Coalition of Labor Union Women

Mr. Tom Krizman, Assistant Superintendent, Management Development and Personnel, Republic Steel

Ms. Ellen Lewellen, Personnel Manager, Higbees

Mr. Paul Locigno, Director of Research, Ohio Conference of Teamsters

Ms. Pat McLaughlin, Word Processing Supervisor, CEI

Ms. Barbara McClean, Finance Development Coordinator, WomenSpace

Ms. Sharon Padgitt, Management Employment, Ohio Bell

Mr. W.J. Pugh, Senior Development Advisor, CEI

Mr. Charles Sebes, Area Representative, Human Resources Development Institute, AFL-CIO

Small Business Task Group

Mr. Lauren Pacini, Chair
Resources Unlimited

Ms. Louise Boddie, President, Cleveland Business League

Ms. Sheila Fagan, Program Manager, Young-Liggett and Company

Mr. Clarence E. Fitch, Dean of Continuing Education, Dyke College

Mr. Jerry Kaufman, President, F.W. Roberts Company

Mr. Don Mason, Director, Vocational Information Services

Mr. Joseph B. Milgrim, Jr., President, De Santis Coatings, Inc.

Mr. John Polk, Manager, Council of Smaller Enterprises

Ms. Carol Rivchun, Manager, Council of Smaller Enterprises

Mr. Robert Rose, Vice President, Rose Metal Industries

Mr. Austin P. Smith, President, Austin Finishing Company

Mr. Thomas Turner, President, Aerial Lift Platform Services

Mr. John W. Young, Manager, Speed Exterminating Company

Other Planning Committee Members

Ms. Katie Dorsett, Intern, Blue Cross of Northeast Ohio

Mr. Gary Edwards, Merchandise Manager, Sears

Ms. Barbara Feinberg, Director, Planning and Research, Metropolitan Cleveland Jobs Council

Mr. Sam Janis, Lecturer Program Leader for Labor Studies Area, CCC

Mr. Jesse Johnson, General Representative, American Federation of State, County and Municipal Employees

Mr. Theodore Johnson, Vice President, Personnel, Higbees

Ms. Jan Renerts, Manager, Methods and Training, Blue Cross of Northeast Ohio

Ms. Judy Scherck, Manager, Ohio Bell

Mr. Rolland Smith, Director, Career Guidance Institute, Cleveland Metropolitan Jobs Council

Cuyahoga Community College Faculty and Staff

Ms. Sue Anderson, Displaced Homemaker Advisor, Lifelong Learning Center

Mr. James Armstrong, Assistant Professor, Counseling and Admissions

Ms. Jan Baskin, Director, Off-Campus Credit, Lifelong Learning Center

Mr. Lynn Bell, Director, Occupational and Career Program Planning and Coordination

Ms. Evelyn Bonder, Acting Director of Women's Programs, Lifelong Learning Center

Dr. William Burges, Director of Strategic Planning/Assistant Vice Chancellor for Educational Planning and Development

Mr. Terry Calaway, Director, Health and Non-Credit Programs, Lifelong Learning Center

Mr. Sam Carrington, Acting Assistant Dean/Non-Credit, Lifelong Learning Center

Mr. Mike Kordic, Consultant, Public Service Program, Lifelong Learning Center

Dr. Brian Donnelly, Dean, Neighborhood and Community Development Center, Urban Metropolitan Development Institute

Dr. Terry Dunford, Funding Specialist, Grants Planning and Management

Dr. George Eppley, Director, Public Service Program, Lifelong Learning Center

Mr. Douglas Fox, Director, Grants Planning and Management

Ms. Rita Frankel, Employment Counselor, Displaced Homemakers' Program, Lifelong Learning Center

Mr. Tad Gish, Director, Non-Credit, Lifelong Learning Center

Ms. Iris Gold, Director, Elders' Program, Lifelong Learning Center

Dr. Jan Jonas, Director, Program Development

Ms. Margo Kiraly, Instructor, Nursing

Mr. John Kotlark, Acting Director/Dean, Lifelong Learning Center

Dr. James Lorion, Executive Dean, Urban Metropolitan Development Institute

Mr. Keith Maffitt, Director, Business and Industry, Lifelong Learning Center

Ms. Judy Nye, Director, Ohio Technology Transfer Organization, Lifelong Learning Center

(CCC Staff and Faculty Cont.)

Dr. Mitzi Perry-Miller, Coordinator, Advanced Institutional Development Program

Ms. Leslie Resnik, Public Relations Specialist, Lifelong Learning Center

Mr. Howard Rice, General Manager, Machine Trades Training Program, Urban Metropolitan Development Institute

Dr. Rae Rohfeld, Director, Special Projects, Neighborhood and Community Development Center, Urban Metropolitan Development Institute

Dr. Richard Romoser, Director, Education Information Systems

Dr. Lynn Rosen, Dean, Curriculum and Instruction, Eastern Campus

Mr. Granville Rudy, Assistant Dean, Allied Health and Science

Dr. Vladimir Rus, Director, Employment Planning and Development Center, Urban Metropolitan Development Institute

Dr. Virginia Scigliano, Director, Instructional and Professional Development

Mrs. Mary Sullivan, Instructor, Hospitality Management

Dr. Fred Sutton, Professor, Engineering Technology

Mr. Joseph Thompson, Program Manager, Business Technology

Mr. Ken Urvan, Institute Director, Telecommunications/Media Instruction, Lifelong Learning Center

Ms. Roslyn Talerico, Project Director, Work Force Educational Development Project

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